

DEVELOPING A LOCAL – CULTURAL CULINARY READING WORKBOOK FOR *JASA BOGA* MAJOR OF SMK NEGERI 5 PONTIANAK

Eka Fajar Rahmani, Y. Gatot Sutapa, Urai Salam.

Masters Study Program of English Language Education, Teacher Training
and Education Faculty, Tanjungpura University, Pontianak

Email : ekafajarrahmani1603@gmail.com

Abstract : This study was to develop a local culture – based English reading workbook as the supplementary materials for the second year students of *Jasa Boga* major of SMK Negeri 5 Pontianak. The fundamental thought underlied this study was to support *Jasa Boga* students with expertise of English materials which relevant to their major. The workbook was developed within five phases of : Analisis; Design; Development; Implementation; and Evaluation (ADDIE). The data were gathered from questionnaires, interview, checklists, and fieldnotes. From the findings, it is indicated that the workbook is worth using in terms of its usability and relevancy. The positive responses given by the students, teacher, and validators towards the materials and the texts readability calculations proved these. In short, this study has succeeded developing a qualified reading workbook for *Jasa Boga* students as the supplementary materials for fulfilling in their needs.

Key words : Local Culture, Reading Workbook, “*Jasa Boga*”

Abstrak : Tujuan dari penelitian ini adalah untuk mengembangkan lembar kerja siswa Bahasa Inggris yang berdasarkan budaya lokal sebagai materi pelengkap untuk siswa kelas dua jurusan *Jasa Boga* SMK Negeri 5 Pontianak. Pikiran dasar dari penelitian ini bermaksud untuk mendukung siswa jurusan *Jasa Boga* dengan materi keahlian yang menggunakan Bahasa Inggris yang sesuai dengan jurusan mereka. Buku kerja ini dikembangkan dalam lima fase, yaitu *Analisis, Design, Development, Implementation, and Evaluation (ADDIE)*. Data penelitian diperoleh dari kuisioner, wawancara, ceklis, catatan lapangan, dan validasi. Dari hasil penelitian, ditemukan bahwa buku kerja ini layak untuk digunakan karena kepraktisan dan relevansinya. Respon positif yang diberikan siswa, guru, dan validator terhadap materi, serta perhitingan keterbacaan teks membuktikan hal tersebut. Secara ringkas, penelitian ini telah berhasil mengembangkan sebuah lembar kerja siswa untuk siswa jurusan *Jasa Boga* sebagai materi pelengkap untuk memenuhi kebutuhan mereka akan materi khusus berbahasa Inggris.

Kata Kunci : Budaya Lokal, Lembar Kerja Siswa, *Jasa Boga*

Among the vocational high schools in Pontianak, SMK Negeri 5 Pontianak is the only vocational high school which has *Jasa Boga* as its major. It makes the school as one of the contributors to the development of culinary businesses in Pontianak which have been growing and emerging to international scope. As one of the contributors, SMK Negeri 5 Pontianak has been demanded to produce more qualified outputs who are able to promote Pontianak culinary to the world. In line with that, it needs to prepare students to be skillful and ready to get involved in global markets in order to make jobs as has been suggested by *Direktorat Pembinaan Sekolah Menengah Kejuruan*, Ministry of Culture and Education. Moreover, Indonesia, including Pontianak, has been started to take part in ASEAN Free – Trade Area (AFTA) 2015 which requires people not only to be competitive and skillful, but also to be able to promote the local products to attract ASEAN buyers.

When concerning with global market or international scope, of course, acquiring English is much needed as the medium for communication. Thus, since the first year of study in *Jasa Boga* major, the students, should be given the English materials which are relevant to the major and specific to Pontianak culinary cultures. By having so, the students will be completely equipped by complete knowledge of specific English terminologies and local content matters. Three years of studying specific English will make the students acquire English very well. This is the responsibility of the English teachers of *Jasa Boga* to make sure that the students get qualified and relevant English materials which are useful for them later on.

However, the reality was different from the expectation. Based on the observation and the interview to the English teachers who taught *Jasa Boga*, it was found that the teachers did not give any specific relevant English materials to the students. The reason was because they used books which had no relevancy with the needs of *Jasa Boga* students. There were two books that they used as the handbook : *Get Along with English* and *Buku Sekolah Elektronik Bahasa Inggris*. When those books were analyzed, the results showed that there were no English materials specified to *Jasa Boga* major. They focused more on common expressions and other general English. These kinds of books could not help the students enriching their knowledge in English for culinary purposes.

Actually, the teachers could construct the English materials by themselves. Unfortunately, they felt it was really burdensome because they did not only teach *Jasa Boga* major but also other three or four majors to fulfill twenty – four teaching periods as being asked by the government. Besides, they also needed to complete all the administrative comprehensiveness, such as lesson plans, syllabuses, and learning aids which made constructing materials were difficult to realize.

In relation to this matter, developing an English reading workbook for *Jasa Boga* major based on Pontianak culinary culture was the solution given by the researcher. The developed reading workbook was the supplementary material to support the textbooks used by the teacher. It contained English reading texts about Pontianak culinary, and motivative tasks and activities which could help them comprehend the texts. Through the workbook, the students would be supported to acquire English for both general and specific pruposes.

The developed reading workbook was constructed based on three important ideas. The first was related to the English skill, reading comprehension was chosen as the focus of the workbook since it includes vocabulary and comprehension elements such as interpreting information, drawing inferences, predicting text contents, and concluding texts (Pang et.al, 2003, p. 14). These inclusions are useful to help them comprehend various English passages. As the result, the more they did reading comprehension; the easier they could comprehend contents or contexts of other reading passages.

The second was related to the framework for constructing the activities in the workbook. In relation to this, Task – Based Language Teaching (TBLT) was selected. Its effectiveness in facilitating the students to improve their English has been recognized and studied by many researchers (Mao, 2012; Keyvanfar, 2009; Hu, 2013; Rad&Jafari, 2013; Motlagh et al., 2014). TBLT is powerful to enhance students' English mastery by allowing them to use English in real life situation which involves their background knowledge (Nunan, 1989; Prabhu, 1987). Moreover, specified to English reading skill, this approach has at least five important characteristics which are beneficial for the students (Benevides and Valvona, 2008). Then, within TBLT framework, tasks and texts are combined to give students a rich exposure to language and opportunities to use it themselves (Iranmehr, 2011).

The third was the regarding on the theme of the materials which took typical culinary from Pontianak. Having local culture in the materials would bring many advantages once they got the lesson which were (1) the students could promote the uniqueness and typical foods of their region; and (2) the students would acquire English faster because they felt safer and experiencable towards the materials (Prastiwi, 2013). From those fundamental ideas, the researcher believed that the developed reading workbook could be useful and powerful as the supplementary handbook to help the students of *Jasa Boga* to acquire English, as well as to build pride towards Pontianak culinary cultures.

METHOD

The research methodology used in this research was Design and Development Research (DDR) proposed by Richey and Klein in 2007. Specifically, the development of the workbook as the final product utilized the phases of Analysis, Design, Development, Implementation, and Evaluation (ADDIE). This instructional model is a learner – centered approach instruction which describes a process of creating or developing the intentional learning sequentially (McGriff, 2000; Branch, 2009, p. 17).

Following the episodes of ADDIE, the reading workbook was developed starting from the Analysis to the Evaluation phase. In Analysis phase, the process of workbook development covered five Analysis processes which included analyzing the questionnaire for *Jasa Boga* students, interviewing the English teachers of *Jasa Boga*, analyzing national syllabus and textbooks to cover the national scopes, and interviewing local – culture expert to gather information of typical culinary of Pontianak.

Then, in Design phase, the process mainly focused on formulating general instructions and learning objectives for the activities in the workbook. Yet, to make the

activities and tasks clearer, the general and specific indicators for each item, and also the tasks and texts specifications were elaborated, as well. Furthermore, the researcher selected passages related to Pontianak culinary contexts, sorted out pictures, selected language expressions and appropriate materials for grammar mastery, as well as designed the pre- activities derived from Task – Based activities.

The results of Design phase were used in Development phase to facilitate the learning which included formulating instructions for each task, criteria of validating the workbook done by two Subject Matter Experts, checklists table criteria for students and teachers, and also the criteria for the field notes which referred to the activities in lesson plans. The main results in Development phase were prototype of students' workbook and teacher's handout which were the first products of the reading workbook. The prototype was tried out to the students in order to find out its usability.

The next process was done Implementation phase. Here, the prototype was piloted separately to two classes of grade XI of *Jasa Boga* major. The purposes were to find out the usability of the materials and the effectiveness of Task – Based activities. In the piloting, the researcher implemented one activity for one class. It was selected randomly. During the implementation, the teaching learning process as being developed in lesson plans was conducted by the researcher who acted as the practitioner. There was one collaborator who helped the researcher to observe the flow of the piloting by putting check marks on the Task – Based effectiveness table and classroom observation checklist table.

After the piloting finished, the students and teachers were asked to assess the prototypes by giving responses to the checklist table provided by the researcher. Differently, the teacher needed to comment and assess the teacher's handout prototype while the students did the students' handout prototype. Then, the last process in the Implementation phase was the SME validations to assess the prototypes in terms of their quality, conformity to the curriculum, attractiveness, and contents relevancy to the Pontianak culinary culture. The selected experts were the material expert validation and Pontianak culinary culture expert.

Lastly, the final process of developing the workbook was done in Evaluation phase in which the researcher evaluates the overall results. The main focus of the evaluation was to revise the weaknesses of the prototypes, and complete them until the final product of the reading workbook released. Moreover, in order to emphasize its quality, the researcher also did calculations of the passages readability by using Flesch Reading Ease formula.

FINDINGS AND DICSUSSION

Findings

The findings are divided into two sections : ADDIE results and the workbook descriptions. The sections are explained below.

A. ADDIE Results

ADDIE phase was used as the process of developing the workbook. The results of each phase are displayed in the following sub – sections.

1. Analysis results

- Textbook analysis results

Table 1 Get Along with English

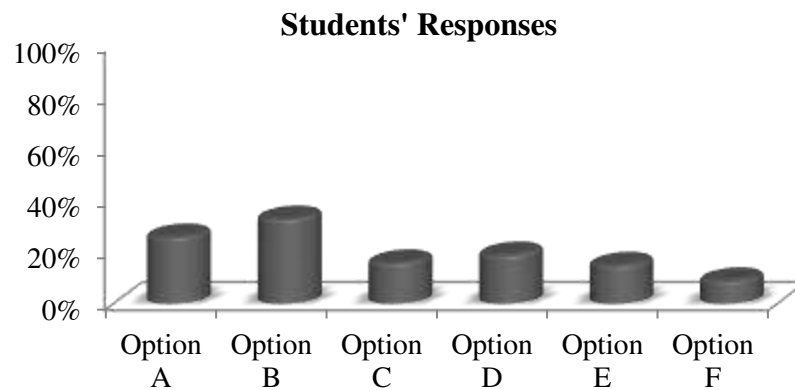
No.	Chapter	Materials
1	Chapter 1	1. Expressions used in daily activities 2. Talking about hobbies and interests 3. Expressions of helping guests in proper ways 4. Simple Past Tense and Simple Present Tense 5. Question Tags, Modals, Gerunds
2	Chapter 2	1. Expressions of phone conversation 2. Taking and leaving messages 3. Reported speech, and relative clauses as the language features
3	Chapter 3	1. Occupation and its job descriptions 2. Formal and informal expressions of asking about someone's job descriptions 3. Expressions of asking someone's educational background in job interview 4. Job application letter and resume 5. Should and Ought to

Table 2 Buku Sekolah Elektronik : Effective Communication

No.	Chapter	Materials
1	Chapter 1	1. Interpersonal and personal conversations related to current activities 2. Modal auxiliaries 3. Present Perfect Tense, Simple Present Tense 4. Organizing agenda 5. Informative Report text
2	Chapter 2	1. Job and job description 2. Ideas and dreams 3. Expressions of asking and telling job description and personal background 4. Adjective Clauses 5. Job Vacancy advertisement, 6. Job application letter
3	Chapter 3	1. Expressions of calling and receiving a call conversation 2. Phone message form 3. Procedure text 4. Should, ought to, had better 5. Expressions of asking for and giving advice, and its responses

- **Questionnaire analysis results**

Chart 1 Students' Basic Information



Notes :

Option A responded to lack of vocabulary

Option B responded to grammar mastery

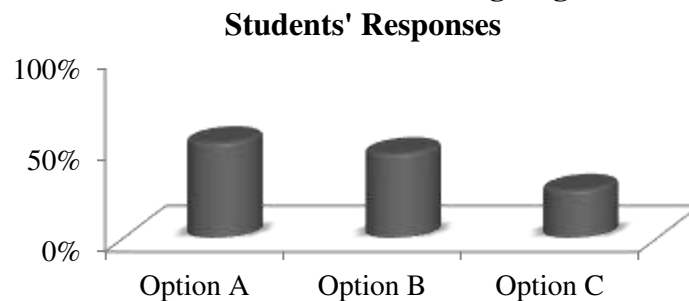
Option C responded to texts interpretation

Option D responded to finding main ideas

Option E responded to texts summary

Option F responded to finding references

Chart 2 Goals of Learning English



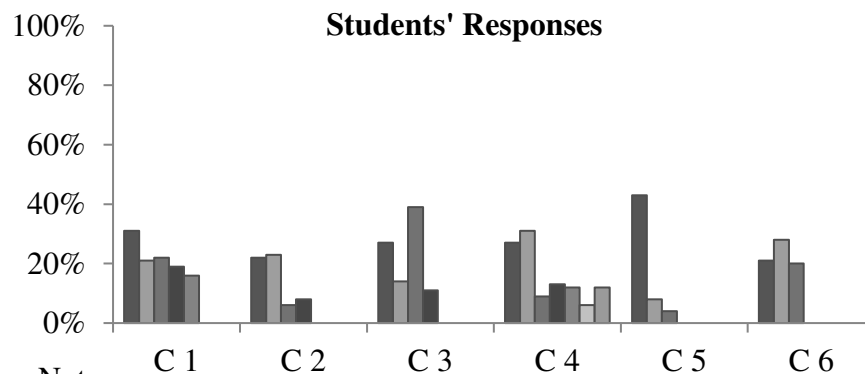
Notes :

Option A responded to acquiring English terminologies and skills relevant with *Jasa Boga* major

Option B responded to understanding spoken and written English for daily conversation purposes

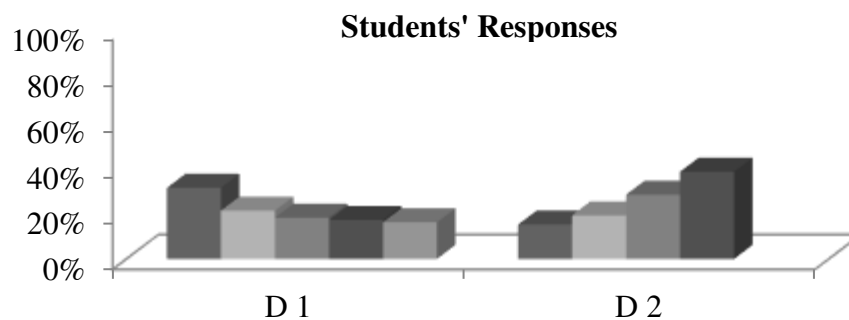
Option C responded to passing national examination with high scores

Chart 3 Reading Comprehension Materials



- C1 : Topic for reading comprehension; option A (the highest response) responds to the foods and drinks as the topics
- C2 : The length of the reading texts; option B responds (the highest response) responds to texts need to have 150 – 200 words.
- C3 : The form of the passages; option C (the highest response) responds to the texts which are combined with pictures.
- C4 : The form of exercises the students; option B (the highest response) responds to the translation form of exercise
- C5 : The numbers of exercises for a passage; option A (the highest response) responds to the total of exercise for each passage is 3 – 4 exercises
- C6 : The form of activities; option B (the highest response) responds to the pair work activities

Chart 4 Vocabulary and Grammar Mastery Activities



Note :

- D1 : Vocabulary mastery exercises; option A (the highest response) responds to matching tasks about Jasa Boga terminologies to their definitions
- D2 : Grammar mastery exercises; option D (the highest response) responds to completion tasks with appropriate grammar

- **Syllabus analysis results**

Table 3 KTSP Syllabus (1st Semester)

Standard Competence : Communicating in English equivalent to Elementary Level		
Base Competence	Coverage	Contents
2.1	Understanding simple conversation of daily spoken in professional and personal contexts with non native speakers	<ol style="list-style-type: none"> 1. Informative Report text 2. Expressions of asking and telling hobbies and interests 3. Expressions of handling guests 4. Question tag, Yes / No question form, Question words
2.2	Taking notes on simple messages both from direct interaction or by using communication tool	<ol style="list-style-type: none"> 1. Interpersonal Conversation 2. Expressions of taking and leaving messages via telephone conversation 3. Expressions of taking and leaving messages in direct interaction 4. Expressions of taking and leaving messages by using communication tools 5. Personal pronouns, Reported speech, and Adjective Clause
2.3	Elaborating job, job description, and education background orally and in written form	<ol style="list-style-type: none"> 1. Interpersonal Conversation 2. Expressions of asking and telling someone's education background 3. Expressions of describing jobs 4. Expressions deal with writing CV 5. Simple Present Tense, Simple Past Tense

- **Interview analysis results**

Table 4 Interview Results

Teacher's Interview	Pontianak Culture Expert
<ol style="list-style-type: none"> 1. The workbook should not contain too many exercises. 2. The length of the texts should not reach more than 300 words. 3. The topics should be about English cooking matters. 4. The learning objectives should refer to <i>KTSP</i> curriculum. 	<ol style="list-style-type: none"> 1. There have to be real pictures of the foods. 2. The passages have to be all about foods from Pontianak 3. There should be Pontianak icons on its cover or background, such as <i>Mesjid Jami'</i>, <i>Keraton Kadariah</i>, and <i>Tugu Khatulistiwa</i>,

- | | |
|--|--|
| <ol style="list-style-type: none"> 5. The lesson plans for teacher's handout should be clear and instructive. 6. The texts should be completed with relevant pictures and colorful. 7. The instructions of the activities and tasks should be clear and brief. 8. The fonts should be readable and consistent. | <ol style="list-style-type: none"> and <i>corak insang</i>. 4. It is better for to choose recipes for the text types or history of the foods 5. There should involve nutrition information from the ingredients of the foods. |
|--|--|

These analysis results are used as the guidelines to conduct the next process in Design phase.

2. Design Phase results

Table 5 Design Results

Unit	Contents
Unit 1	<ol style="list-style-type: none"> 1. The general instructions, objectives, general indicators, and indicators for the workbook focus on common expressions in personal and professional contexts, hobbies and interests, and expressions used in restaurant contexts. 2. The conversations are in form of transactional and interpersonal dialogs, and the texts are in form of informative text with the topics of Pontianak culinary completed with real pictures of the foods. 3. The selected grammars are simple present tense, simple past tense, gerunds, modals, and question tags. 4. The designed task types were in form of answering questions (essay), text completion, translation, rewriting, true – false, finding out main ideas or information, composing, matching, changing forms, and error identifications. 5. The designed TBLT pre – activities are listing and sharing personal experience.
Unit 2	<ol style="list-style-type: none"> 1. The general instructions, objectives, general indicators, and indicators for the workbook focused on taking – leaving messages from phone conversations, and direct conversations and communication tools. 2. The conversations are in form of transactional dialogs; while the texts are in form of informative ones with the topics of Pontianak culinary and completed with real pictures of the foods. 3. The selected grammars are pronouns, reported speech, and relative clause. 4. The designed task types are in form of answering questions (essay), arrangement, translation, rewriting, true – false, finding out main ideas or information, matching, error identifications, and correcting errors.

	5. The designed TBLT pre – activities are ordering and sorting and information gap activities.
Unit 3	1. The general instructions, objectives, general indicators, and indicators for the workbook were focus on jobs and their descriptions, educational background, job interview, and applying for jobs. 2. The conversations are in form of transactional dialogs; while the texts are in form of procedure and informative texts with the topics of Pontianak culinary and completed with real pictures of the foods. 3. The selected grammars are should / ought to / had better. 4. The designed task types are in form of answering questions (essay), true – false, finding out main ideas or information, matching, composing, text completion, and correcting error structures. 5. The designed TBLT pre – activities are cloze – task and listing.

The results in Design phase are used as the guidelines to conduct the next process in Development Phase

3. Development results

- Developing instructions for tasks

The researcher formulated the instructions into two parts : (1) how to do the tasks based on the task types, and (2) the types of activity to do the task. The developed instructions are in form of individual work, groupwork, and in pairwork. These were developed based on the students' needs obtained from the questionnaire results.

- Developing prototype

Table 6 Prototype Contents Review

The students' handout prototype contains greeting page, table of contents, food facts in each unit, passage evaluation test consisted of 10 texts with 50 questions in total, glossary, cooking quotes, and bibliography.

Unit	Titles	Topics / Foods	TBLT Activities	Technique
Unit 1	Here are your foods	<i>kwetiaw, ikan asam pedas, aloe vera, sotong pangkong, and putu mayang.</i>	- Listing for passage 1 (<i>aloe vera</i>) - Sharing experiences for passage 2 (<i>sotong pangkong</i>).	STAD and Jigsaw
Unit 2	Hello, how can I help you?	<i>botok and bingke berendam</i>	- Sorting and ordering	STAD
Unit 3	Job Interview	<i>putu piring, sayur keladi, and chai kue</i>	- Sharing experience	Reciprocal Technique and PQRSST

- **Formulating Expert Validation Criteria**

Material Expert Validation

The criteria include (1) the attractiveness of the workbook title; (2) appropriateness and attractiveness of the cover; (3) well – management of the layout or template; (4) relevancy of the pictures; (5) relevancy and quality of unit titles; (6) quality of contents of the workbook; (7) language use; (8) relevancy of the passages in real life contexts; (9) quality of the tasks; (10) briefness of the instructions; and (11) materials organization in units

Pontianak culture Expert Validation

The criteria include (1) tourism support; (2) quality and relevancy of the pictures and cover; and (3) contextualization of topics in passages.

- **Formulating Checklist Table Criteria**

Teacher's Checklist Table

The criteria include (1) the workbook title; (2) the users' guide; (3) lesson plans; (4) texts and tasks; (5) intructions; (6) pictures; (7) workbook cover; (8) fonts; (9) organization; (10) answer key; and (11) scoring rubric.

Students' Checklist Table

The criteria include (1) the workbook title; (2) texts; (3) assignments; (4) activities; and (5) pictures.

TBLT Checklist

The criteria include (1) building students' learning responsibility; (2) shaping learning style; (3) engaging students in learning; (4) motivating students to share experience and delivering ideas; (5) motivating students to speak English; (6) leading to integrate the linguistic form and communicative meaning; (7) leading the students to perform new recreation product as the results of discussion; and (8) motivating students to reflect to their performance.

4. Implementation Results

Table 7 Prototype Implementation Results

1 st Implementation	2 nd Implementation
1. Lateness happened for about 20 minutes	1. No lateness happened
2. Conducting triggering activity, mentioning learning objectives, and big picture of material	2. Conducting triggering activity, mentioning learning objectives, and big picture of material
3. Conducting exploration phase : implementing listing activity, checking answers, giving confirmation and reflection of the activity	3. Conducting exploration phase : implementing sorting and ordering activity.
4. Conducting elaboration phase : distributing the workbook, and asking the students to do the tasks	4. Conducting elaboration phase : distributing the workbook and asking the students to do task 1 of activity 5 in Unit 2 in pair.
	5. Sharing their ideas in English but asking the English words quiet

in Unit 1, activity 3 task 1 and task 2 on page 13 in pairs.	6. Conducting confirmation phase
5. Speaking in English but mostly in Bahasa	7. Conducting post activity : giving conclusion and evaluation to the overall activities, giving feedbacks.
6. No confirmation phase and post activity because of lack of time	8. Distributing students' checklist sheets
7. Distributing students checklists sheets	

- **Validation and Checklist Results**

Table 8 Validation and Checklist Results

Validator	Results	Suggestions
Teacher	100% agrees that the workbook is qualified and usable to be used for the students of grade XI of <i>Jasa Boga</i> major of <i>SMK Negeri 5 Pontianak</i> .	<ol style="list-style-type: none"> 1. The cover should have been more colorful and attractive. 2. There had to be a picture of <i>Boga</i> students on the cover.
Students	<ol style="list-style-type: none"> 1. In grade <i>XI Boga 1</i>, 96,38% students agree that the workbook has met their needs; and 3,62% disagree. 2. In grade <i>XI Boga 2</i>, 99,22% agree that the workbook has met their needs; and 0,78% disagree. 	<ol style="list-style-type: none"> 1. The words should be more familiar or simple 2. Some tasks need to be eliminated
Material Expert	93% agrees with the quality, usability, and relevancy of the workbook towards the needs of students, good criteria of material, and curriculum.	<ol style="list-style-type: none"> 1. The title of the workbook changes from into "Food Across Culture" into "Foods Across Culture" 2. The equator monument picture needed to be considered 3. Some pictures in Unit 1 needed to be changed 4. The title of Unit 3 changes from "Making A Job" into "Applying for Jobs" or "Job Interview"
Pontianak Culture Expert	100% agrees that the materials presented in the workbook matched to the culinary cultures in Pontianak	<ol style="list-style-type: none"> 1. There has to be information of nutrition of the foods in each passages

- **Text Readability Calculations Results**

The readability score was counted by using Flesch Reading Ease Formula. From 14 texts being calculated, 6 texts were categorized as **standard texts** with readability score of 68, 66, 62, 65, 61, and 67; 3 were **fairly easy texts** with readability score 75, 74, and 72; 2 were **easy texts** with readability score 88 and 86, 1 was **very easy** text with readability score 97, and 2 were categorized as **fairly difficult** texts with readability score 53 and 51.

5. Evaluation results

Based on the result of other four phases above, it is evaluated that the prototype of the workbook has been qualified and suitable to be used to the grade XI students of *Jasa Boga* major of *SMK Negeri 5 Pontianak*. It has met the needs of students and teacher, as well as matched the criteria of Pontianak culinary culture which is the theme of the workbook.

However, to finalize the workbook as the product of the research, there are some points needed to be revised, as being displayed in the Table 9 below.

Table 9 Revisions

No.	Suggestions from Validators	Revisions
1.	The cover should be directive to the contents or focuses of the workbook. There has to be a picture of <i>Boga</i> students.	The pictures are modified. The Equator Monument picture is moved into another place, while <i>batik corak insang</i> and <i>batik dayak</i> were moved forward as the icon of the cover to show that the focus of the workbook is Pontianak Cultures. Then, the researcher puts the a picture of <i>Boga</i> students who was in cooking situation.
2.	The title should be directive to the contents or focuses of the workbook	The title us changed from “Food Across Culture” into “Foods Across Pontianak Cultures”
3.	The picture of Unit 1 should be about foods	The picture was changed from coffee shop picture into the process of making <i>bingke</i>
4.	The name of topic of Unit 3 should be changed	The name of the topic of Unit 3 was changed from “Making A Job” into “Job Interview”
5.	The contents of Unit 1 and Unit 2 can be misleading	This happens probably because of the name of topic of Unit 2. Thus, the researcher changes the name of Unit 2 from “Can I Have Your Order?” into “Hello, How Can I Help You?”
6.	The nutritional information should be given to every passages which topic is about food.	The researcher adds the nutritional information in every passage.

B. The workbook description

The workbook is entitled Foods across Pontianak Cultures. This title was created to express the contents of the workbook explicitly, and to attract the curiosity of *Jasa Boga* students of SMK Negeri 5 Pontianak to dig the contents of the workbook. The students who were mostly from Pontianak would be very enthusiast to read the workbook because they were familiar with the foods, yet they did not recognize the English descriptions or recipes of them.

As can be seen from its title, the topic of the conversations and passages in the workbook was all local – cultural culinary based. It was typical culinary from Pontianak which included information of foods from Pontianak in English languages. Culture – based was taken because of its effectiveness in making students feel safer and easier in understanding English that they were willing to take part or engage with the learning activities which were good for their English mastery.

The culture – based atmosphere could not only be seen from its content, but also from its cover. The cover of the workbook took some pictures of Pontianak icons; such as *batik corak insang*, *Khatulistiwa* Monument, and typical foods from Pontianak. These icons were chosen based on the suggestions from the culture expert, in order to thicken the culture sense of the workbook.

There were two different kinds of workbook developed from this research. Those were the workbook for the students and teacher's workbook. This separation was determined based on the purposes of the users who were the students and the teachers of *Jasa Boga*. Even so, the materials (the texts and tasks) of both workbooks were same. The differences between student's handout and teacher's handout were in terms of its complexity.

Inside the teacher's handout, the researcher put more complex elements related to the needs of the teachers. They were lesson plans and classroom scenarios of the possible techniques to be implemented when the teachers were delivering the materials. The format of the lesson plans followed the national format of School – Based Curriculum as being implemented by the school. The reason for inserting lesson plans was because the researcher would like to give hand to the teachers, so that they did not need to create lesson plans for the materials. The lesson plans were not stiff; meaning that the teacher might add or eliminate the aspects or contents of the lesson plans into their needs, wants or styles.

Meanwhile, the classroom scenarios of the possible techniques were put with the purpose of providing the teachers with classroom activities while delivering the materials from the workbook. The techniques were Reciprocal Teaching Technique, STAD Technique, PQRS Technique, DRTA Technique, and Numbered – Head Together Technique. These were chosen based on its effectiveness and flexibility of improving students' reading comprehension and classroom activities which had been proven by many researchers. These techniques were used twice; meaning there were some materials used the same techniques. By doing this, the researcher expected that the teachers did not need to find or create any techniques. All they had

to do was to adjust the classroom situations with the possible techniques activities provided by the researcher.

Then, the workbook for the students was more simply. It only contained materials which included reading passages, activities, and tasks. It was done so that the students could focus on the materials. However, the cover and other external elements were similar with the teacher's handout.

Regarding on its contents, the workbook was divided into three units : Unit 1, Unit 2, and Unit 3. Each of the units has different materials and reading passages. However, all the reading texts in the units were about typical culinary from Pontianak which was the theme of the reading passages.

In Unit 1, the researcher developed 4 activities with different materials. For the first activity or Activity 1, the students would have expressions of greeting and seating the customers, and taking orders from the customers. These expressions were taken based on the analysis of textbooks. The expressions taught the students how to use appropriate expressions for serving the customers in restaurants, food courts, or cafes. There were three dialogues that covered the expressions of serving customers with three to four tasks of each. Meanwhile, in Activity 2, the students were taught the expressions of talking interests and hobbies. The students learned on how to express their interests and hobbies in proper and varied statements. There was one passage covering this material with four tasks.

In Activity 3, the students were given a passage about inspirational story from a successful entrepreneur from Pontianak. The passage talked about how the entrepreneur utilized her hobbies in cooking and interest in business into creating snack products made from aloe vera or *lidah buaya*. This passage was chosen in order to motivate and inspire the students to develop their cooking hobbies, and change them into successful businesses or careers. There were four tasks included in the passages. All of them were comprehensive tasks that could improve students' ability in comprehending texts.

In Activity 4, the researcher chose a text describing *sotong pangkong* (a typical food from Pontianak). This was also in form of a story of someone's interest in consuming or eating *sotong pangkong*, especially during fasting month. The descriptive text was determined as an informative text to inform the students how *sotong pangkong* was defined in English; including what the English terminologies were. In Activity 4, the students were given five comprehensive tasks to accomplish.

Unit 1 also covered simple present tense, simple past tense, question tag, and modals auxiliaries for its grammar mastery. These grammars were taken from the analysis of national syllabus and textbooks. Each of the grammar masteries consisted of 2 – 3 tasks for helping students improving their grammar understanding.

Then, in Unit 2, the researcher developed five activities with different learning materials and passages. In Activity 1, the material was about the expressions of phone conversations, particularly on taking and leaving messages from someone. Although it was general material, the researcher turned it into

cookery material by focusing the conversations between cooks or persons who left and took messages about food recipes. There was one dialog with five tasks.

In Activity 2, the material was about expressions of direct conversations of taking and leaving messages. There was one conversation with three tasks to accomplish. Then, Activity 3 and Activity 4 were about leaving messages from social media or short message service (SMS). There were three tasks for Activity 3, and two tasks for Activity 4.

For Activity 5, the researcher inserted one reading passage about *botok*. It was an informative descriptive text about *botok*, a typical food from Pontianak. It talked about what *botok* was and how it was made. There were three tasks for this passage. Lastly, on grammar mastery section, the material was about reported speeches and direct speeches and relative clauses. Each of the grammars had three tasks to accomplish.

Lastly, in Unit 3, the researcher developed four activities with different materials. The first activity or Activity 1 was about expressions or questions and responses used in job interviews. The students would learn on how to respond to the questions of interviewers properly in a job interview. There were two job interviews modeled in Activity 1 with two to four tasks to accomplish.

Next, in Activity 2, the researcher inserted a passage about jobs in cookery field which the students could apply. It was aimed at informing the students about the jobs in cookery fields. There were three tasks in this activity. In Activity 3, the material was about procedural text with *putu piring* (a typical cake from Pontianak) as the example. For the passage, the researcher took passages of how to make *sayur keladi* with three tasks and how to make *chai kue* with two tasks to accomplish.

Lastly, in Activity 4, the material was about application letter. The students would learn how to write an application letter in English country format properly. There were two application letters inserted here. One application letter was for the example, and another one was for being questioned. The total tasks for the second application letter were two tasks.

In Unit 3, the grammar mastery was about giving advices and suggestions by using should, ought to, and had better. These were taken from national syllabus and textbooks. The students were expected to be able to use them for giving advices or suggestions to others in proper manner.

In each activity of all units, the researcher inserted vocabulary expansion related to the materials. By doing so, the researcher expected that the students would expand their culinary terminologies and common vocabularies.

In the last sections of the workbook, the researcher gave evaluation test, glossaries and cooking quotes from famous chefs. The evaluation test was used to assess students' understanding towards the materials. The glossaries would help them finding the unfamiliar words; while cooking quotes were aimed at motivating them to learn cooking and English well.

C. Superiorities and Shortcomings of the Workbook

In a product, there have to be superiorities or positive sides and shortcomings, specifically if the product is the workbook or other teaching learning

aids. Talking about plus and minus parts of a workbook, here, the researcher addressed the superiorities and shortcomings of the workbook which could be used as the considerations or guidelines for the users, especially the teachers, in implementing it.

There were at least five superiorities of the workbook. Firstly regarding on its theme, the workbook was a culture – based workbook. It meant that it provided the students with local cultures topic, that was typical foods from Pontianak. Having local culture – based workbook for learning English was very useful for the students because they could engage with English more enthusiastically since they had been familiar with the topics of the materials. This issue had been studied by many researchers from various countries where English was acted as the foreign language as in Indonesia. Besides, another advantage was the students could build more pride to their local identity, and even promote the cultures to international scopes when they had been able to use English fluently.

Secondly, it was related to the additional powerful activities applied in the workbook, that was the communicative pre – activity. The pre – activity was developed based on communicative language approach which involved all aspects of English : speaking, listening, reading, and writing. It was the simple version of Task – Based pre – activity proposed by Prabhu and Willis. The pre activities were ordering and sorting, sharing experience, information gap, and listing. In the pre – activity, the students were asked and forced to deliver ideas in a group discussion, and then, present them properly.

The pre – activity was also powerful to take students' interest to get involved more in the learning activities. It was also beneficial to bridge the students' prior knowledge to the topic of the passage, so that the students would be lighter in comprehending the content of the passage. Moreover, it was also effective to build cooperation among students, responsibility, open mindedness, and tolerance since the students needed to work together to solve the task given.

Thirdly, the workbook met the students' needs. Before developing the contents of the workbook, the researcher did observation and research to the students of grade XI of *Jasa Boga SMK Negeri 5 Pontianak*. The researchers distributed questionnaires asking about their preferences and needs on reading passages which included all reading aspects, reading activities and tasks, types of questions, and even the numbers of words they wanted to the passages. Thus, the contents of the workbook really had met the students' needs. In other words, the workbook was appropriate learning aid to the students, particularly to improve their reading comprehension mastery.

Fourthly, the workbook was equipped with lesson plans and classroom scenario of suggested techniques for the teacher's handout. It meant that the teachers would be supplied completely if they used the workbook. They would have depiction of what the class activity would be when implementing the materials from the workbook by using the suggested technique. They also did not need to create lesson plans for the materials. They could only adjust the lesson plans to their classroom situations or modify them related to their needs.

Lastly, the passages used in the reading workbook have been tested in terms of its readability by using Flesch Reading Ease formulation proposed by Rudolf Flesch. The results of readability showed that the texts were appropriate for the students since they provided dynamic levels of readability that could build challenge for the students to comprehend them. The readability levels were varied in standard level, fairly easy, very easy, and fairly difficult texts level.

Then, for the shortcomings of the workbook, the researcher addressed at least one shortcoming. It was related to the broader usage of the workbook. Non – *Jasa Boga* students could not use the workbook as their learning aid because the materials were only for *Jasa Boga* students. The contents (knowledge and information) inside the workbook were all about cookery field, so they were not relevant to students from different majors. However, if other major students would like to use the workbook for its English, it could be possible since the researcher used national syllabus for the genres or types of the materials, such as the types of the language expressions and grammars.

Discussion

The importance of the relevancy between English materials and students' needs in vocational high school context has become a significant concern in ESP researches. It is because the primary goal of studying in vocational high school is to prepare the students to get jobs right after graduating from schools (Hutchinson and Water, 1987; Pranckeviciute and Zajankauskaite, 2012; Khoshshima, et.al., 2014; Basturkmen, 2010). Thus, ESP students need the supportive English knowledge and skills which are beneficial for their future careers.

However, in Pontianak, researches on materials relevancy still got the least attention from the educators and educational researchers, particularly in *Jasa Boga* major. One of the evidence was the existence of most textbooks did not meet the needs of *Jasa Boga* students. The available textbooks from publishers and government contained only English materials for general purposes (EGP). Instead, this generalization should not happen since the needs of the learners are different (Hutchinson and Waters, 1991). Therefore, in order to bridge this gap, a reading workbook which focuses on cultural based for grade 11 *Jasa Boga* is developed.

The framework which was used in developing the workbook is Task – Based Learning Teaching (TBLT) approach. The tasks were useful to help students acquire English skills and knowledge presented in the reading workbook (Nunan, 2004; Benevides and Valvona, 2008; Iranmehr, et.al., 2011; Finch, 2004;). The learner – centered approach made the activities in the classroom livelier which influence the success of students' achievements towards the learning objectives (Hong-qin, 2007). Moreover, TBLT fits the locality aspect of the workbook that it suggests the use of authentic materials are the priority (Willis, 1996; Prabhu, 1987; Troike, 2005; Tomlinson, 2011).

From the findings, the reading workbooks developed in this research have fulfilled the standard of qualified ESP workbook. It can be seen in the descriptions of the workbook that explain all the materials involved in the workbook are based on the

need analysis and contents analysis of the related parties, such as teachers, students, and Pontianak cultural culinary experts. The contents are complete that they involve both general English and specific English which focuses on local – culture matters.

To elaborate it, in terms of material development criteria, the contents of the workbook had met the standard of good material development which has been proven by the material expert validation. The characteristics proposed by Tomlinson (2011) which are mainly about how the materials adjust and shape the learner's attitudes, and promote successful learning have been presented thoroughly on the workbooks. From ESP material specification approaches, the workbooks have fulfilled them, as well. The contents and formats of the workbook are developed based on these specifications which included thematic approach, lexical competencies, grammatical, situational, content, skills, genre, and tasks approach (Widodo & Pusporini, 2010).

Then, in terms of its locality or local content aspect, in this case is Pontianak culinary cultures, the workbook has also covered the criteria. Having locality on the workbook is the additional value of its quality. It has been studied by Prastiwi (2013), Faridi (2010), and Elham and Reza (2012) that by having local contents issued as the English learning materials, the students were encouraged to learn English more and more because they feel safer and much enhanced to get involved the learning process.

To emphasize its quality, the calculations of the readability calculated by Flesch Reading Ease show that the texts presented in the workbook are challenging for the students. The varied readability level of texts (from easy to difficult) could increase the students' motivation to comprehend the texts. As Reed (2005) suggested that the learners mostly like to have challenging texts to comprehend. The results of the text readability presented that from 14 texts being calculated, 6 texts are categorized in standard level, 3 are in fairly easy level, 2 are in easy level, 1 is in very easy level, and 2 texts are categorized in fairly difficult level.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the finding, the researcher drew some conclusions: (1) ADDIE has been powerful to develop the reading workbook; (2) The selected TBLT activities has been effective to engage the students to get involved actively in the classroom process, (3) The developed workbook has met the needs of second year students of *Jasa Boga* major; and (4) The materials in the reading workbook are very relevant to the culinary culture of Pontianak which is helpful to build the students' pride towards their own culture.

Suggestions

Based on the evaluation of the process and results of the research, some suggestions are provided to all parties who are going to read, use, and improve this study. Firstly, to the next ESP researcher who will conduct the same research, it is better to consider the time of doing the research. Secondly, the next ESP researcher is also able to continue this study by conducting language testing research which focuses on the reliability of the tasks, the level difficulty of the items, or the effectiveness of Task – Based activity as the pre – activity implemented in the workbook. Lastly, to the readers

or users, especially the educators and teachers, it is very important to analyze the needs of the students before using this workbook because it focuses merely to the students of *Jasa Boga* major of SMK Negeri 5 Pontianak.

REFERENCES

- Basturkmen, H. (2010). *Developing Courses in English for Specific Purpose*. New Zealand: Palgrav MacMillan.
- Benevides, M., & Valvona, C. (2008). *Widgets : Student Book : A Task - Based Course in Practical English*. Quarry Bay: Pearson Education Asia Ltd.
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. USA: Springer Science+Business Media.
- Elham, N. M., & Reza, P. (2013). Analysis of English language textbooks in the light of English as an International Language (EIL): A comparative study. *International Journal of Research Studies in Language Learning*, 83-96.
- Finch, A. (2003). *FinchPark*. Retrieved July 15, 2015, from Finchpark: www.finchpark.com
- Faridi, A. (2010). The Development of Context-Based English Learning Resources.
- Hong-qin, Y. (2007). Application of TBT in reading class. *US-China Education Review*, 39-42.
- Hu, R. (2013). Task - BAsed Language Teaching : Responses from Chinese Teachers of English. *TESL - EJ*, 1-21.
- Hutchinson, T., & Waters, A. (1991). *English for Specific Purpose for Specific Purposes A Learning - Centered Approach*. Great Britain: Cambridge University Press.
- Iranmehr, A. (2011). Integrating Task-based Instruction as an Alternative Approach in Teaching Reading Comprehension in English for Special Purposes: An Action Research. *Theory and Practice in Language Studies*, 142-148.
- Keyvanfar, A., & Modarresi, M. (2009). The Impact of Task - Based Activities on Reading Skill of Iranian EFL Young Learners as the Beginner Level. *The Journal of Applied Linguistics*, 81-102.
- Khoshsima, H., Saed, A., & Ghassemi, P. (2014). Th Application of ESP Principles on Course. *International Journal of Language Learning and Applied Linguistics World*, 163-175.

- Mao, Z. (2012). The Application of Task - Based Language Teaching to English Reading Classroom. *Theory and Practice in Language Studies*, 2430-2438.
- McGriff, S. J. (2000). *Instructional Systems*. Pennsylvania: Pennsylvania State University.
- Motlagh, F. A., Jafari, A. S., & Yazdani, Z. (2014). A General Overview of Task - Based Language Teaching (TBLT), from Theory to Practice. *International Journal of Language and Linguistics*, 1-11.
- Nunan, D. (2004). *Task Based Language Teaching*. United States of America: Cambridge University Press.
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). Teaching Reading. *International Academy of Education*, 1-24.
- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Pranckeviciute, V., & Zajankauskaite, Z. (2012). Adjusting an ESP Course to Students' Needs in Tertiary Education : A Case Study . *Studies About Language*, 115 - 123.
- Prastiwi, Y. (2013). Transmitting Local Cultural Knowledge through English as Foreign Language (EFL) Learning as a Means of Fostering "Unity in Diversity". *Academic Journal of Interdisciplinary Studies*, 507-513.
- Rad, N. F., & Jafari, A. M. (2013). Teaching English and Task - Based Method. *International Journal of English Language and Literature Studies*, 87-94.
- Reed, D. (2005). Motivating Students to Read : Issues and Practice. *Southeast Education Development Laboratory*, 14-17.
- Richey, R. C., & Klein, J. D. (2007). *Design and Development Research Methods, Strategies, Issues*. London: Lawrence Erlbaum Associates Publishers.
- Tomlinson, B. (2011). *Materials Development in Language Teaching Second Edition*. Cambridge : Cambridge University Press.
- Troike, M. S. (2006). *Introducing Second Language Acquisition*. United States of America: Cambridge University Press.
- Widodo, H. P., & Pusporini, R. (2010). Material Design : English for Specific Purposes (ESP). In H. P. Widodo, & L. Savova, *The Lincom Guide to Materials Design in ELT* (pp. 147-160). Muenchen: LINCOM GmbH.
- Willis, J. (1996). *A Framework for Task - Based Learning*. Italy: Addison Wesley Longman Limited.